



Functional Independence Mathematics

Official Released Items

Grade 11

**Spring 2006
Official Released Items**

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The Grade 11 Functional Independence Mathematics Assessment was administered for the first time in spring 2006. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the spring 2006 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the spring 2006 grade 11 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence Mathematics Grade 11

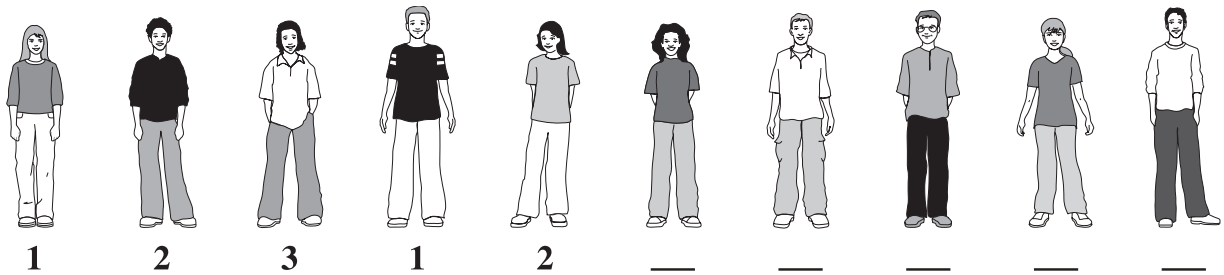
Mathematics Strand	Number of Core Items
Patterns and Relationships	4
Geometry and Measurement	16
Data Analysis	2
Number Sense and Numeration	14
Numerical and Algebraic Operations	3
Total Core Items/Points	40
Released Items	10 (Numbers vary by strand and topic.)

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DIRECTIONS: Read each question. Choose the **BEST** answer for each question.

- R1** Students in a line were assigned a number (1, 2 or 3) depending on their position in the line.



The figure shows the number assigned to the first 5 students in the line.

Greg was the **eighth** person in the line.

What number was assigned to Greg?

- A** 1
- B** 2
- C** 3

R2 What is the **total** sum of these coins?



- A** \$0.65
- B** \$0.60
- C** \$0.50

R3 Jonathan had \$46.

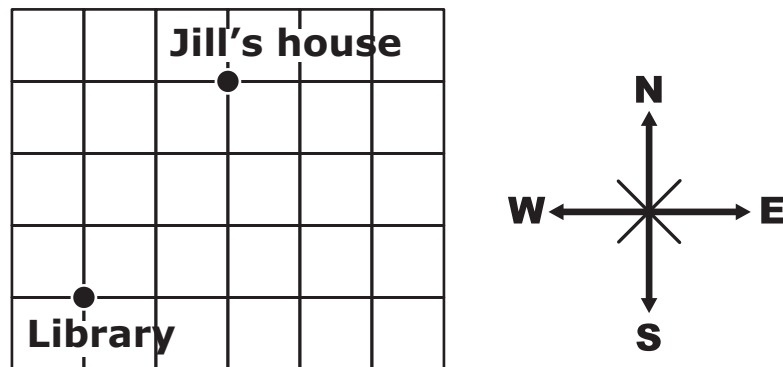
His mother gave him \$21.

He loaned his sister \$27.

How much money does Jonathan have **left**?

- A** \$19
- B** \$40
- C** \$67

R4 The map below shows the Library and Jill's house.

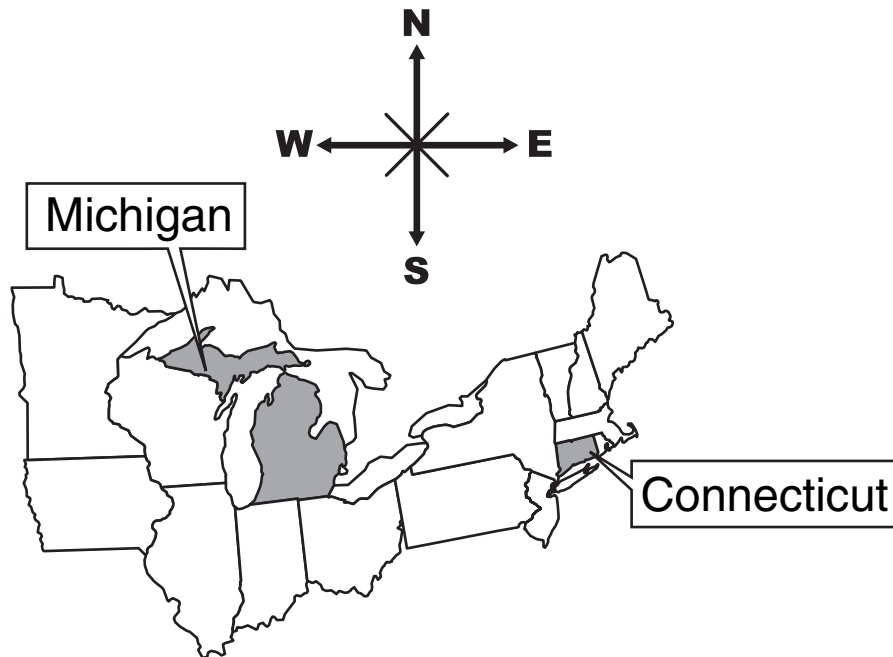


Scale: Each square is one block.

Which route could Jill use to walk from the library to her house?

- A** Walk 3 blocks north, then 2 blocks east.
- B** Walk 2 blocks north, then 3 blocks west.
- C** Walk 3 blocks west, then 3 blocks north.

R5 Brad is going to drive from Michigan to Connecticut.



In which general direction will he drive?

- A** west
- B** south
- C** east

- R6** Brian asked each student in his class to name his or her favorite soft drink flavor.

The results are shown below.

Favorite Soft Drink Flavors

Cola	
Lemon Lime	
Orange	
Ginger Ale	

Which soft drink flavor is liked the **least**?

- A** Cola
- B** Orange
- C** Ginger Ale

R7 Which number is **less** than 5,487?

A 5,921

B 5,873

C 5,298

R8 Kim has one hundred seventy-five coins in a jar.

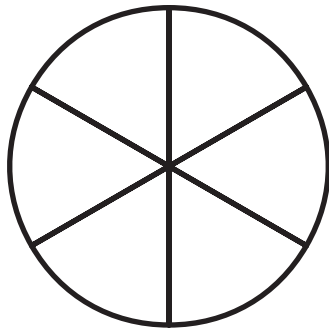
What is this number in numerals?

A 100705

B 17500

C 175

- R9** A pie is cut into 6 slices.



Bailey ate 3 slices.

What percentage of the pie did she eat?

- A** 25%
 - B** 30%
 - C** 50%
-

- R10** Which of these number sentences is true?

- A** \$2.30 is less than \$2.13 is less than \$2.03
- B** \$2.03 is less than \$2.13 is less than \$2.30
- C** \$2.13 is less than \$2.03 is less than \$2.30

R11 David has a \$20.00 bill to pay for \$11.26 in groceries.

Which of these calculations will find his change?

A $\$20.00 - \11.26

B $\$20.00 + \11.26

C $\$20.00 \div \11.26

R12 Claire has cookies.

Raul has three more cookies than Claire has.

Which expression shows how many cookies Raul has?

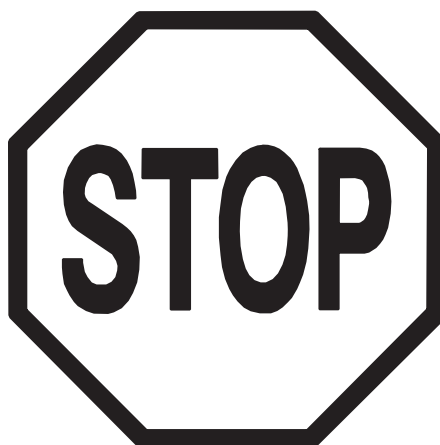
A + 3

B 3 -

C - 3



Do Not Continue.

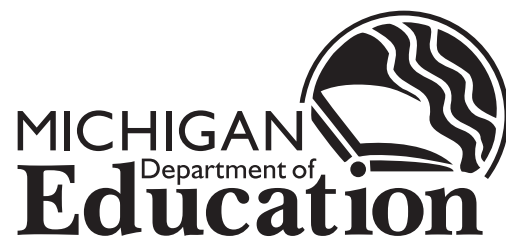


Do not continue until instructed to do so.

Below is a list of the Extended benchmarks (EB) for each released item found in this booklet. The chart contains the EB code, a brief description of what is measured, and the correct answer for each released item.

Full descriptions of the EB contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EB Code	Strand Or Abbreviated Extended GLCE Descriptor	Answer Key
		Patterns and Relationships	
R1	F.11.EB01	Create, describe and extend number patterns	B
		Geometry and Measurement	
R2	G.11.EB16	Tell the amount of money	A
R3	G.11.EB17	Add and subtract money	B
R4	G.11.EB20	Read and interpret maps and grids	A
R5	G.11.EB20	Read and interpret maps and grids	C
		Data Analysis	
R6	D.11.EB01	Read data	C
		Number Sense and Numeration	
R7	N.11.EB04	Order numbers	C
R8	N.11.EB01	Read, write and count using whole numbers to 100,000	C
R9	N.11.EB10	Understand percentages as parts out of 100	C
R10	N.11.EB16	Compare and order decimal fractions	B
R11	N.11.EB20	Select appropriate numbers and operations	A
		Numerical and Algebraic Operations	
R12	A.11.EB03	Represent information using algebraic expressions and equations	A



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